

Task-based learning & English pronunciation for Applied Languages majors

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JE ALOES 2023, 31/03/2023, Lyon

Introduction

Applied Languages students
Hands-on & transferable.

Vocationally-oriented approaches
(Vogt & Kantelinen 2013).

Via project-based learning (André 2005)
- Diverse situations of communication
- Project themselves into a near future



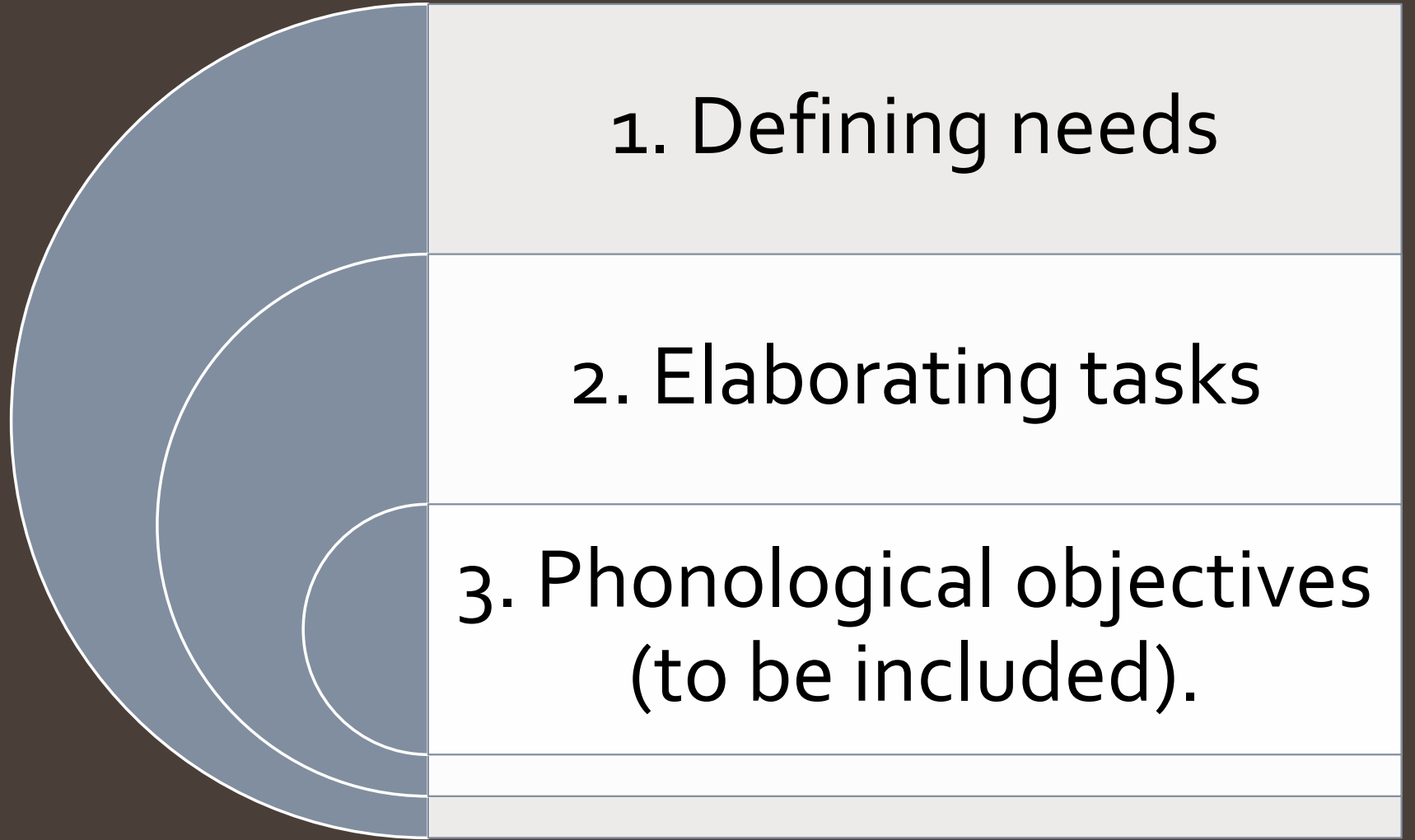
Pronunciation
(Suprayogi 2019).



Task-based approach ?



Outline





Target group

- 45 Applied Languages Majors.
- 1/3 of their courses involve vocational training
 - German & English
 - Spanish & English

Débouchés professionnels



- Métiers liés au commerce international : responsable ou assistant commercial, marketing commercial et communication.
- Métiers de la traduction : traducteur / interprète.
- Métiers de l'événementiel : organisateur d'événements internationaux culturels et commerciaux.
- Métiers de la mobilité internationale : gestion de projets, missions dans des ONG, tourisme.

Pronunciation in LEA? 1 semester

A course title
that hides
pronunciation?



➔ « Use your voice for work »

Pronunciation

Nam, Y. Y. (2019). *Integrating pronunciation into a business English course for vocational high school students in Korea* (Doctoral dissertation, California State University, Northridge).

Pronunciation in EBP/ESP



- English Pronunciation for Business / specific purposes:
- Nam's 2019 study (227 students & 2 instructors)
- "VHS students consider English communication skills important and they want to learn practical, career-relevant English courses based on their specific needs, differentiated from general English courses offered in general high school." (Nam 2018, p.7)

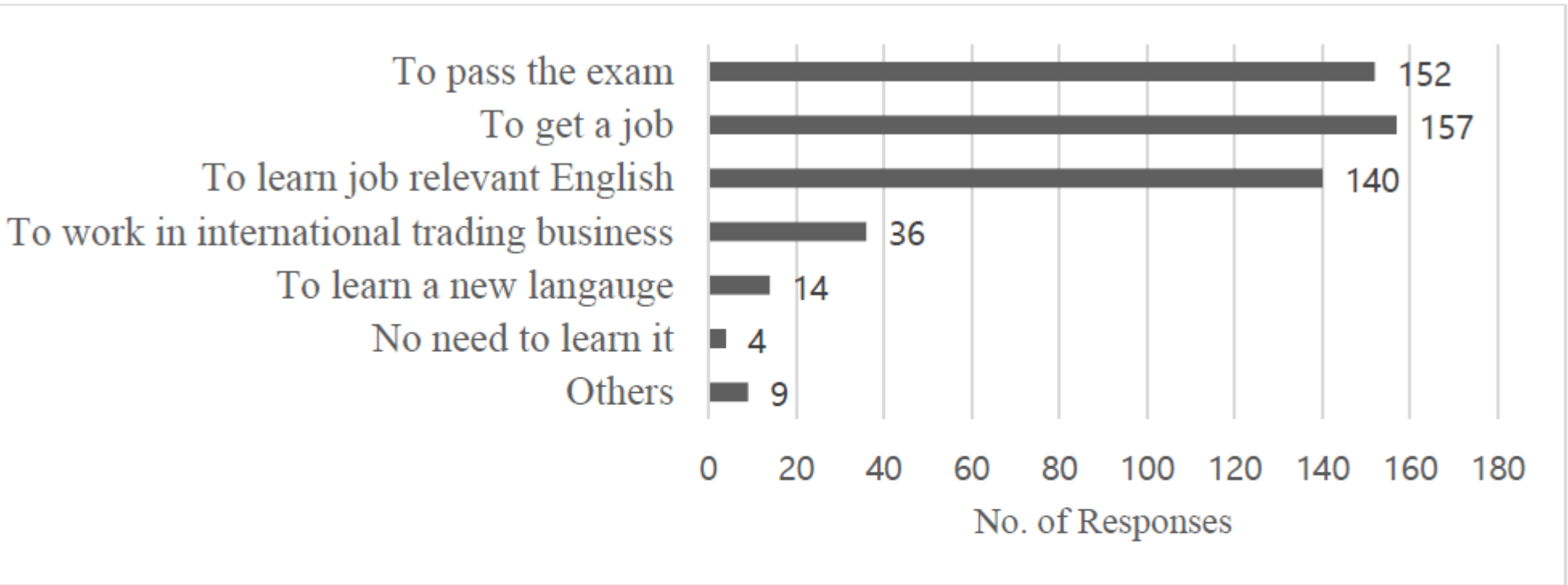
Nam, Y. Y. (2019). *Integrating pronunciation into a business English course for vocational high school students in Korea* (Doctoral dissertation, California State University, Northridge).

Pronunciation in EBP/ESP



- English Pronunciation for Business / specific purposes:
- Nam's 2019 study (227 students & 2 instructors)
- “they did not recognize the close relationship between pronunciation and oral skills, rating their need for correct pronunciation as low but their need for speaking skills as high”
- “they preferred the instructional method of integrating pronunciation components with conversational speaking, rather than pronunciation-focused instruction”

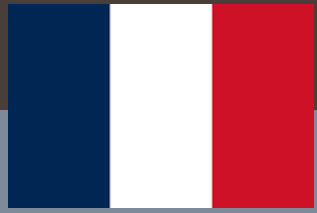
Why do you need to take business English?



Nam
(2018)



31		Which part should be enhanced most in the current course?		
Conversation and listening/ speaking	Reading/writing business mail and documents	Trading related content knowledge/ terminology	Others	
40.1%	21.6%	31.3%	7%	



Business English in France?

'Glish-washing ?

Le Monde

EMPLOI • CONDITIONS DE TRAVAIL

L'anglais en entreprise, entre nécessité et effet de mode

De plus en plus d'activités requièrent la maîtrise effective de l'anglais pour travailler, mais certains employeurs abusent des intitulés de poste anglicisés juste pour l'image.

Par Jules Thomas

Publié le 16 mars 2022, modifié le 16 mars 2022 à 05h32 · 🕒 Lecture 5 min.

« Envoie-moi ton rapport « asap », après je fais un reporting avec le management ».



Importance of language skills to build a course

Knowing what's needed

English at Work

(ca. 2016)

5 000 employers
38 countries



CAMBRIDGE ENGLISH
Language Assessment

in collaboration with



English at Work : étude internationale du niveau d'anglais des salariés.

English at Work

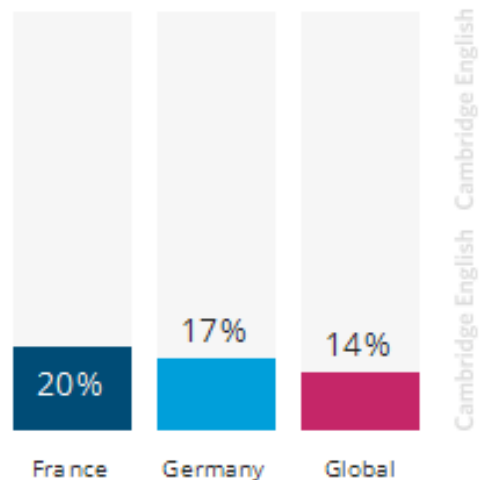


What do employers think is the most important language skill?

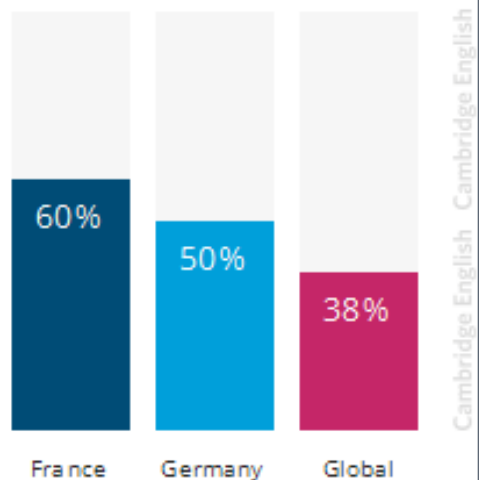
All company sizes — All sectors — Showing France, Germany and Global



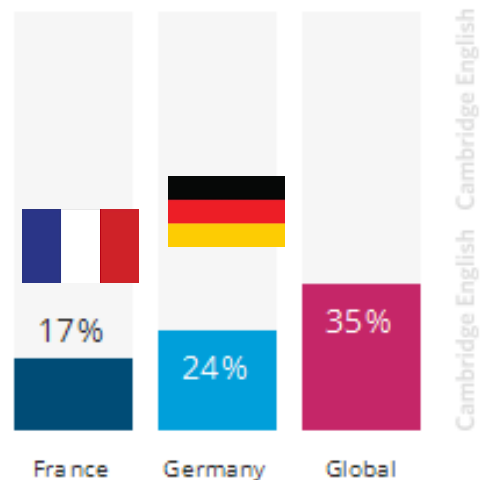
Listening



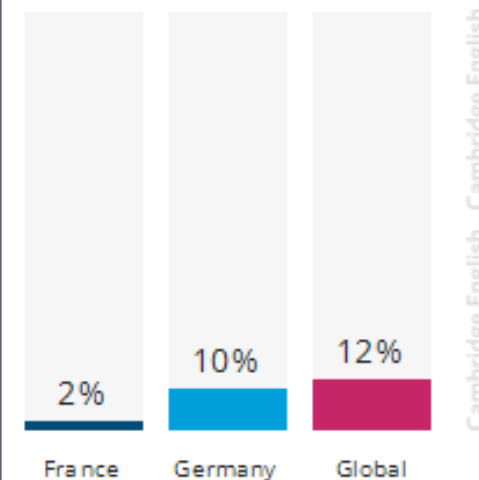
Reading



Speaking



Writing



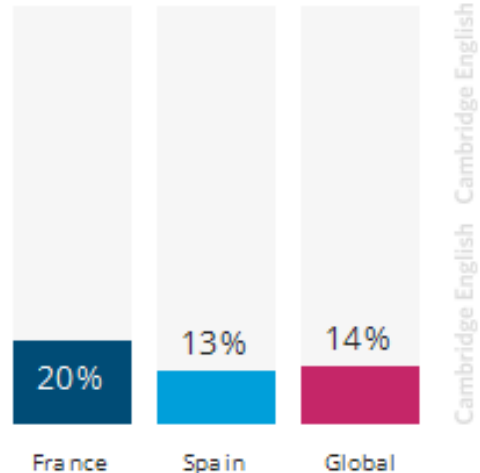
English at Work

What do employers think is the most important language skill?

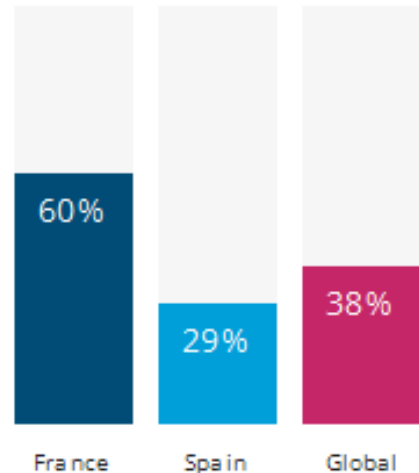
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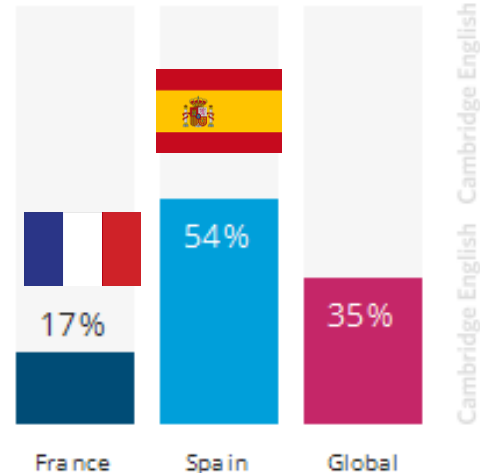
Listening



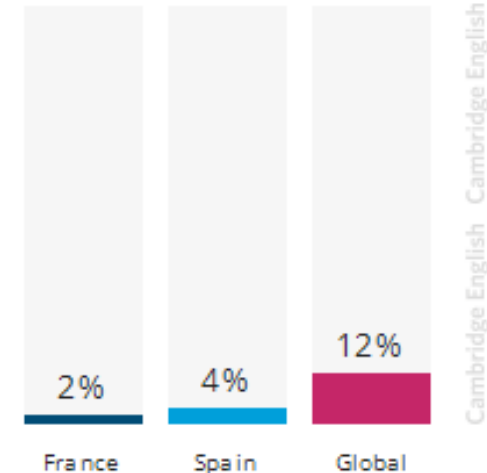
Reading



Speaking



Writing



Research question



Speaking tasks

- Pronunciation
- Segmental
 - Supra-segmental

Meaningful & relevant

My challenges?

Student

- Raise awareness on pronunciation for students of applied languages (LEA) who seem to need immediate transferability of skills in a professional setting.

Teacher

- English majors (LLCER) vs. (LEA) Applied Languages majors.
- Reviewing when / where speaking skills are fundamental **at work**.



Aims of the course

12 x 1h30 TD

12 x 1h30 TP

1. Get used to speaking each week in front of the class.
2. Build up your confidence in speaking.
3. Experience various professional setting where speaking is important.
4. Speak in front of an audience & use a mic.

Assessment : speaking in interaction (job interview) & alone (video resume)

During this trial pronunciation was not assessed.

Risks?
Challenges?
Phonology?

- Potential cognitive overload if pronunciation teaching is too explicit?
 - Get used to the teaching material first.
- Situations of communication => Linked to the workplace + using your voice well is a key to success.
 - From this experience, make phonological objectives emerge.

A myriad of phonostyles at work?



Enquiries on the phone



Job interview



Elevator pitch / presenting onself.



PART I

Small interactions

Personal branding to land a new job

Confidence

Meeting



How to introduce your new employee 

- Include their full name, start date and job title
- Give an overview of their background
- List 2-3 fun facts
- Where they'll be sitting



Celce-Murcia's
et al. 2010, p. 45

Communicative
framework

- « High risk »
- Role play, partially guided.
- Phonological objectives?



Phonological objectives

Enquiries



⇒ place names & proper names & acronyms.

End-stressed compounds (Wells 2006, p. 106)

ˌPark ˈAvenue, ˌDrury ˈLane,
(except ˈOxford ˌstreet)

ˌSarah ˌJane ˈThomson

ˌH ˈR, ˌC ˈC ˈO

Dru·ry Lane /ˌdrʊəri ˈleɪn/  

a street in London famous for its theatre



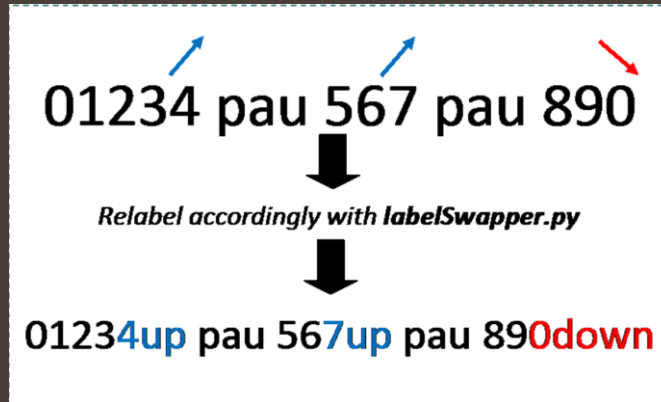
LONGMAN

Enquiries

⇒ prosody of phone-numbers

Intonation units, duration + tone

([Sinclair 2009](#))



Phonological objectives

Cf. Bauman & Trouvain 2001 for German.

Frankish, C. (1995). Intonation and auditory grouping in immediate serial recall. *Applied Cognitive Psychology*, 9(7), S5-S22.

Mompean, J. A. (2014). Stress shift in English: The case of teen numbers. *Readings in English phonetics and phonology*, 149-164.

[Braud et al. \(2016\)](#)

Videos for EFL students



Job interview

⇒ Prosody of questions & answers (Wells 2006).



Phonological objectives

Where did you see this job posted? →

When do you think you'll decide on who to hire? →

Have you often been late for work? →

⇒ Uptalk & Creaky voice?

Cf. Wollum (2009) & (Andersen et al. 2014)

Interactive Voice Response

Finding a relevant excuse to use the language lab?



Hamada, Y. (2018). Shadowing for pronunciation development: Haptic-shadowing and IPA-shadowing. *Journal of Asia TEFL*, 15(1), 167.

Émond, C. (2006). Une analyse prosodique de la parole souriante: une étude préliminaire. *Actes des XXVIe Journées d'étude sur la parole (JEP)*, 147-150.

Textbook intonation !

IVR US 15 years of experience



Link to audio: <https://youtu.be/RkQJGmfKZME>

Thank you for calling Tran.star,
someone will be with you shortly.

While you are waiting,

please have your year, make, model, engine size and transmission
type ready,

when our representative returns to the call.

This will 'expedite your request,

and help to ensure you receive the right part for the job.

Torre, I. (2014). Production and perception of smiling voice. In *Proceedings of the First Postgraduate and Academic Researchers in Linguistics at York (PARLAY 2013) Conference*. York, UK.

Émond, C. (2006). Une analyse prosodique de la parole souriante: une étude préliminaire. *Actes des XXVIe Journées d'étude sur la parole (JEP)*, 147-150.

Air safety announcements



Auctions



PART II

audience
+

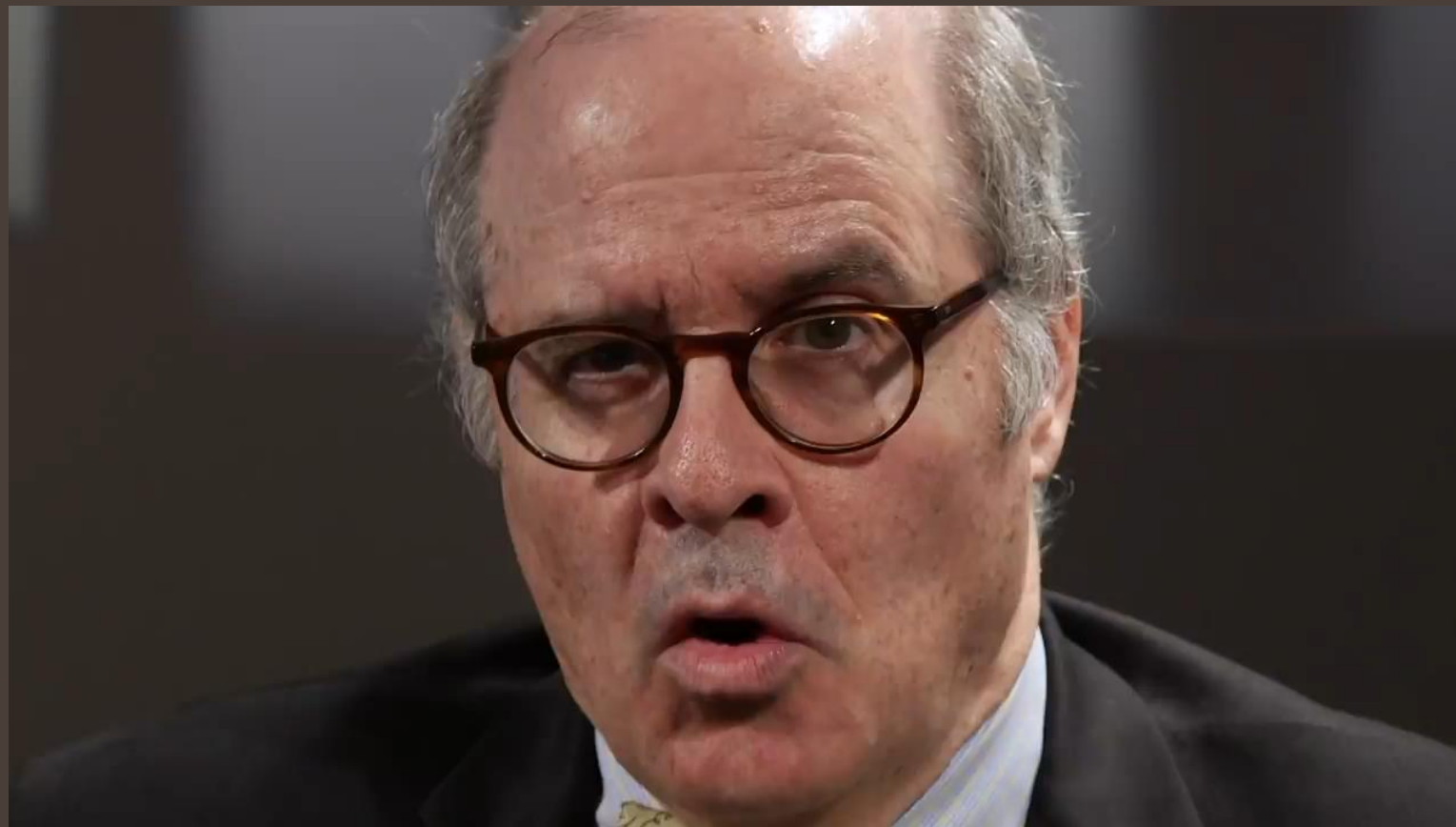


Pitches for a project



<https://youtu.be/MMJ-wDoxvHE>

Introducing speaking styles



<https://youtu.be/71PMLtrRDmQ>

Rhythm,
Speech rage





Speech rate & rhythm of the auction chant

- Miller, G. (1984). "Are You All Unhappy at a Twenty Dollar Bill?": Text, Tune and Context at Antique Auctions. *Ethnomusicology*, 28(2), 187–208. <https://doi.org/10.2307/850757>

Auctions



> = 1 unit of pulse
 $\text{♩} = 168 \text{ ms}^R$

1 YES^R

A hun-dred I got, and a hun-dred and a quar-ter to your man, a hun-dred and a quar-ter, YES^R

2 YES^R YES^R

A hun-dred and a quar-ter, now a hun-dred and a half, a hun-dred ser-en-ty-five, and



Auctions

Graphophonemics & Lexical stress

Diagraph « ee » + wordstress

- teen words
- Auctioneer
- => employee, tainee, referee...



Auctions

Saying numbers : supra-segmental

Intelligibility

330 vs. 313

three 'thirty vs. three thir'teen

Stress clash

15 fif'teen vs. 1500 ,fifteen 'hundred

PART III

Studio

+



Corporate Voice Over Demos

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VOICEOVER KICKSTART®



IVR / On Hold / Voice Mail Voice Over

SAME DAY - 24 HR DELIVERY

Life changing audio description

RNIB

See differently



MetroBlindSport

01:00:04:17 - **Voice over** :
L'audiodescription décrit tout ce qui se passe sur scène Pour les aveugles et les malvoyants

01:00:10:19 - **Voice over** :
L'adaptateur profite des pauses dans l'action pour la décrire dans leur casque.

01:00:16:24 - **Voice over** :
Voici, en exemple, notre production Sweet Charity

01:00:20:11 - **Male actor** :
Je vais au sixième

01:00:21:08 - **Female actor** :
De même

01:00:23:07 - **Audio describer** :
Sans tarder, Oscar appuie sur le bouton, et se balance sur ses talons pendant que l'ascenseur commence à monter

01:00:29:01 - **Audio describer** :
Charity lui jette un regard timide, il jette un coup d'oeil à sa montre.

01:00:34:07 - **Audio describer** :
Les lumières s'éteignent

01:00:35:24 - **Audio describer** :

timecode 01:00:19:00

VO VI



Voici, en exemple, notre production Sweet Charity

Male actor Je vais au sixième

Female actor De même

Conclusion

- Pronunciation objectives can be meaningful & relevant in a job-oriented task.
- Involves a wide knowledge in pronunciation make the link meaningful.
- Pragmatics & prosody of emotions & speech styles



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CeReS
Centre de Recherches
Sémiotiques



Université
de Limoges

Un grand
merci à
l'ALOES pour
ces journées
d'étude !



*Aussi belles humainement que riches
intellectuellement !*

*Merci à tous les organisateurs et
participants pour ces échanges
fructueux !*



2023

QUELS OBJECTIFS POUR UNE PHONOLOGIE AU SERVICE DU SENS ?

31 mars
Maison Internationale
des Langues et des
Cultures (MILC)
35 rue Raulin 69007 LYON

Accueil des participants - 8h30

Introduction - 8h50

Dan Frost (Université Grenoble Alpes) - 9h-9h35
Teaching pronunciation to French learners -
how a joint embodied & meta-cognitive approach can help

Séance plénière **Jacques Durand** (Université Toulouse Jean Jaurès) & **Sylvain Detey** (Waseda University) - 9h35-10h35
« Pour une phonologie située : réflexions méthodologiques et didactiques »

Pause - 10h35-11h

Mathilde Blanco (Collège Ennemond Richard, Saint-Chamond) - 11h-11h35
« Prosodie et inter-phonologie : objectifs phonologiques majeurs au collège »

Sophie Herment (Aix Marseille Université) - 11h35-12h10
« Les contours montants en anglais : sens, attitudes et implications pédagogiques »

Questions, échanges - 12h10-12h30

Repas - 12h30

Séance plénière **Alice Henderson** (Université Grenoble-Alpes) - 14h00-15h00
"Guidelines for decision-making in pronunciation and listening instruction"

Kizzi Edensor-Costille (Université de Caen) - 15h00-15h35
"Slips of the ear, What can they tell us about speech perception and acquisition?"

Pause - 15h35-16h

Yvan Baptiste (Académie de Montpellier) - 16h-16h35
« Maï teille-leur éz rétech »

Olivier Divin (Collège Paul Vaillant Couturier d'Argenteuil) - 16h35-17h10
« Ritualiser la pratique de la phonologie en anglais au collège ? »

Christelle Exare (Université Sorbonne Nouvelle) - 17h10-17h45
« Comment donner du sens aux activités de compréhension auditive menées en classe ? »

Questions, échanges - 17h45-18h15

Repas du colloque

1er avril

Amphithéâtre Huvelin
15 Quai Claude Bernard 69007 LYON

9h-9h35 - **Léo Clerc** (Université Jean Monnet de Saint-Étienne)
« L'hésitation des étudiant.e.s à l'oral : analyse de corpus, réflexion sur la valeur de l'erreur et proposition de remédiation »

9h35-10h10 - **Maelle Amand** (Université de Limoges)
"Project-based activities for improving English pronunciation in vocational training"

10h10-10h45 - **Frank Bardal** (Aix-Marseille Université)
« Une recherche collaborative pour donner du sens à l'intégration de l'objectif phonologique en anglais »

10h45-11h15 - Pause-café

11h15-11h50 - **Heather Hilton** (Université Lyon 2) & **Marie-Pierre Jouannaud** (Université Paris 8)
« Prononciation en (anglais) L2 : perspectives cognitives, et quelques questions de fond pour une didactique exclusivement focalisée sur "le sens" »

11h50-12h25 - **Dylan Michari** (Aix-Marseille Université)
« Oser dire le nouveau monde : l'enseignement-apprentissage des accents en classe d'anglais à l'aune du plan langues vivantes »

12h25-12h45 - Questions, échanges

Clôture de la journée



Association des Anglistes pour les Études de Langue Orale
dans l'Enseignement Supérieur, Secondaire et Primaire



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